DOCUMENT RESUME

ED 359 972 IR 054 603

AUTHOR Fast, Margaret; And Others
TITLE Bibliographic Instruction Committee Report.
INSTITUTION Wichita State Univ., KS. Libraries.
PUB DATE 29 Jun 92
NOTE 43p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advisory Committees; *Bibliographies; College Faculty; College Libraries; Course Evaluation; *Curriculum Development; *Educational Improvement; Educational Objectives; Guidelines; Higher Education; Instructional Effectiveness; *Librarians; *Library Instruction; Library Services; Library Skills; Reference Services; Teaching Methods; Undergraduate Students
IDENTIFIERS *Wichita State University KS

ABSTRACT

The Bibliographic Instruction Committee of the Wichita State (Kansas) University Libraries recommended changes to improve the current bibliographic instruction program for lower division undergraduates. The shortcomings of the current program, one class period in a required English course, were analyzed; and suggestions were made to improve the instruction given to students, who come to the university with a broad range of expertise in library skills. Recommendations include the following: (1) provide multiple options for students to learn about the library; (2) reduce the amount of time that reference librarians spend on undergraduate-level bibliographic instruction, allowing them to develop upper-level and graduate programs; (3) involve all library faculty in the instructional program; (4) allow the library to reach some goals defined by its planning committee, including enhancement of teaching functions; (5) allow the reference department to address issues of more effective strategies for users and increasing demands for bibliographic instruction; and (6) allow the library to meet the research component of the general education guidelines developed for the university by offering the first step in basic library skills and developing some higher-level courses. Appendixes contain sample library skills tests and a list of course outlines from other institutions. (Contains 38 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED359972

BIBLIOGRAPHIC INSTRUCTION COMMITTEE REPORT
June 29, 1992

BIBLIOGRAPHIC INSTRUCTION COMMITTEE

Margaret Fast, Chair
Maralyn Blachowicz
Janet Brown
Arlene Moore
Brian Williams
Joan Hubbard (Ex Officio)

TABLE OF CONTENTS

I. Philosophy and Rationale

II. Goals and Objectives

III. Recommended Program Structure, Implementation Schedule, and Human Resources

IV. Role of the Librarians

V. Information from other Institutions

VI. Summary

VII. Appendices

VIII. Bibliography

12054603

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Margaret Fast
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

I. PHILOSOPHY AND RATIONALE

The recommendations of the Bibliographic Instruction Committee were developed after careful consideration of the strengths and weaknesses of our current BI program for lower-division undergraduates. These recommendations also reflect a thorough analysis of the current research literature (See Bibliography, Section VIII). This report is based on the following rationale:

A. Bibliographic Instruction is integral to the educational mission of the University and Library in support of the research and instructional needs of the faculty and students of this institution.

B. Recent technological changes within the library have highlighted the lack of basic library skills possessed by our students. An escalation of such changes requires that students possess an increased level of skills in order to manage that portion of the knowledge spectrum relevant to their needs.

.C. The current BI program, i.e., 50 minute one-time class for English 102, has the following shortcomings:

- insufficient time to cover increasing amounts of information
- too often "tool oriented" as opposed to "concept oriented"
- rarely "course-integrated"
- many students are not exposed because it is not a mandatory English Department requirement
- students transferring in and those testing out of English 102 may miss a chance for a BI

D. Students come to Wichita State University with an exceptionally broad range of expertise in library skills. We need a mechanism which assures that they leave with, at least, an adequate level of competency.

E. Research in bibliographic instruction and education suggests that:

- "concept oriented" approaches are more effective than "tool oriented" approaches
- an interactive teaching style is more effective than a lecture style
- different students learn in different ways, thus a multiplicity of options is desirable

F. Lean budgetary times demand the clearest focus on value generated by time spent. An ineffective program is costly to all involved.

II. GOALS AND OBJECTIVES FOR UNDERGRADUATE LIBRARY SKILLS

The goal of an undergraduate bibliographic instruction program is to enable all beginning students to achieve basic library skills.

Basic library skills include the ability to:

A. **Identify**

- Be able to recognize different types of materials (books, periodicals, government documents, or reference materials)
- Be able to choose an appropriate point of departure for research
- Be familiar with elementary library vocabulary
- Understand how librarians can provide assistance

B. **Define a Research Strategy**

- Be able to define an appropriate research topic
- Plan a research strategy
- If strategy proves unsuccessful, know how to adjust the strategy

C. **Use**

Understand purpose, structure, and methods of accessing information contained in:

- an online catalog
- CD-ROM technology
- the reference collection
- printed indexes
- the government documents collection

D. **Evaluate**

- Be able to determine relevance of materials retrieved
- Be able to identify sources which aid in evaluating information and authors
- Be able to determine the intellectual level of materials retrieved
- Understand that different kinds of information are created for different purposes and audiences

Skills A, B, C, and D are generalizable and thus are transferable to any academic library or any other informational setting.

E. **Locate**

- Be familiar with the layout of the library (i.e., locations of reference collections, printed indexes, government documents, etc.)
- Be able to retrieve materials from library collections
- Be familiar with library services
- Know the location of library instruction guides/pathfinders

Skill E is institution-specific and thus not transferable. The current undergraduate BI program tends to focus too heavily on Skill E.

These objectives are in line with the new model statement of objectives for academic BI, outlined by the Bibliographic Instruction Section of ACRL (See pages 18, 25-26, *Read this First*, edited by Carolyn Dusenberg, et al.).

III. RECOMMENDED PROGRAM

The recommended, multi-optioned program, enabling undergraduates to meet the above listed goals and objectives, is as follows:

A. STRUCTURE

1. Design a **Basic Library Skills Competency Test** [or modify an existing instrument], which all lower division undergraduates will be required to pass as part of their General Education requirements. The purpose of this test would be the same as those stated in the opening remarks to *A Library Orientation Test for College Freshmen* by Ethel Feagley et al.:

> 1) to discover to what extent and in what areas college freshmen need instruction in using the resources of the college library
> 2) to enable college freshmen to recognize their deficiencies in the use of the library
> 3) to provide data that can be used as a basis for a program of library instruction fitted to the needs of the particular student group.

2. Design and offer **multiple learning options** for students who need assistance in order to pass the Competency Test. These multiple learning options will cover a range of traditional to new or untried approaches. David King and Betsy Baker in an article entitled "Human Aspects of Library Technology" conclude that the

> ... pervasiveness and importance of these diverse factors suggest that new approaches to instruction, allowing flexibility and alternative learning experiences for individuals according to their learning styles and a mix of approaches to content presentation, will be necessary to educate users about newer interactive library technology. (Mellon, *Bibliographic Instruction: The Second Generation*, p. 99)

Because students learn in different ways, the following enabling options are recommended:

· **Video presentations on specific topics**, e.g., LUIS, periodical indexes, government documents, etc. Some of these videos will have to be locally produced with the help of MRC*; however, some, of a more generic nature, are available commercially at a reasonable cost. Until the locally produced videos can be created, specialized workshops will be offered on an interim basis. The choice of specific areas will be based upon the results of the competency test pilot. In other words, what areas are students the most confused about.

*[The MRC has been requested by the Associate Vice President of Academic Affairs to assist in the development of electronic learning aids.]

· **A self-paced workbook.** The overall structure of the workbook will correspond to the 8-week competency course. [See below.]

· **An 8-week, 1/2 credit, Basic Library Skills Competency course.** The course will be structured around the requirement that each student select a research paper assignment from one of their courses as their focal point, in order to gain the true advantages of course integration. The focus will be on the basic, conceptual library skills necessary to seek and evaluate information effectively.

· **A computer-assisted tutorial.** The committee will seek on-campus assistance from the Elliott School of Communication and the MRC.

· **An expert interactive system.**

3. Peripheral Activities

· **Library tours.** Tours shall be conducted by classified staff and/or student assistants.

· **Self-paced walking tours.**

B. IMPLEMENTATION SCHEDULE

Since the activities overlap and are interdependent, the phases are designed to be seen in a continuum.

1. **Phase 1**

- Identify speaker for in-house BI workshop on teaching and motivating in a library setting (in conjunction with the Professional Development Committee)
- Develop competency test
- Arrange for administering and computer correction of test
- Identify, select, and acquire generic library skills videos

2. **Phase 2**

- Bring in speaker to conduct librarians' BI workshop
- Conduct competency test pilot
- Tabulate and analyse test results
- On an interim basis design and offer workshops on point-of-use; LAN, LUIS, etc. (based on intial competency test pilot results)
- Make generic library skills videos available to students
- Begin designing self-paced workbook (eight segments leading to eight week course)

3. **Phase 3**

- Conduct competency test pilot
- Tabulate and analyse test results
- Continue conducting workshops
- Finalize and produce workbook
- Outline course design

4. **Phase 4**

- Gain permission to require competency test
- Continue conducting workshops
- Produce workbook
- Complete course design

5. **Phase 5**

- Implement competency test as a requirement
- Design in-house library videos
- Continue conducting workshops
- Implement workbook
- Gain approval from appropriate university channels for credit course
- Evaluate availability and feasibility of computer assisted instruction tutorials and expert interactive systems

6. **Phase 6**

- Test in place
- Videos in place
- Workbook in place
- Credit course in place
- Contine evaluating computer assisted instruction tutorials and expert interactive systems if determined feasible

Peripheral activites are not incorporated into the implementation schedule.

C. HUMAN RESOURCES

Refer to the Activity Summary Chart and the charts illustrating phases 1-6 on the following pages which detail the human resources required for the phases listed above. The BI Committee, comprised of five members, would be involved in the implementation of the recommended program. Two additional librarians would be called in to assist in the workshops on a temporary basis. In phase 6, three librarians will be involved each semester on a rotational basis with the credit course.

This is in contrast to the current program in which:

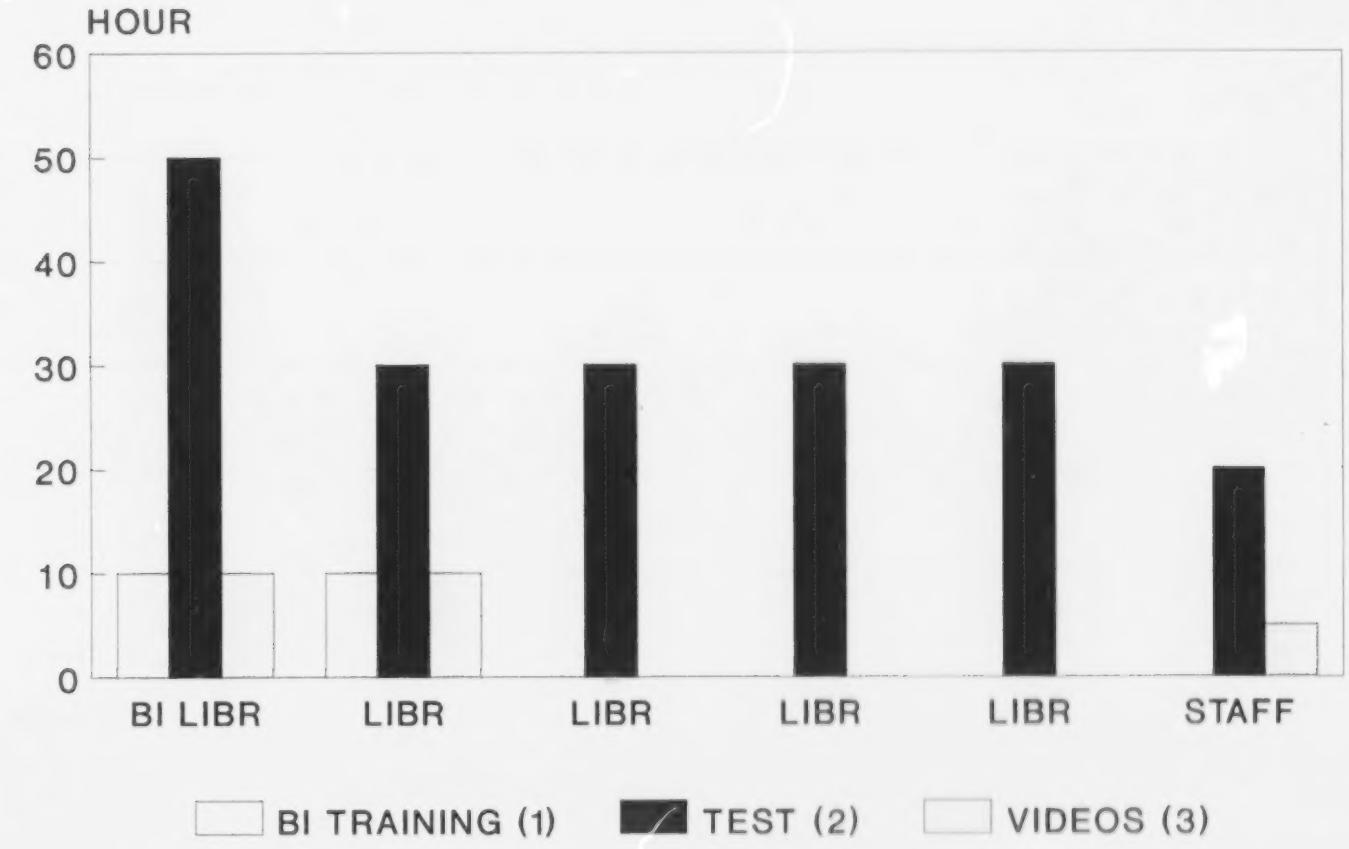
1) eleven Reference librarians are involved in English 102 (2-3 hours for preparation and delivery per class, a minimum of five classes, for a total of 165 hours per semester)

2) two Reference staff members (the department secretary and a student assistant) are answering phone, taking messages, typing schedules and memos, scheduling Room 217, typing and revising handout masters, making copies, and creating packets (for a total of 370 hours per semester).

ACTIVITY SUMMARY CHART

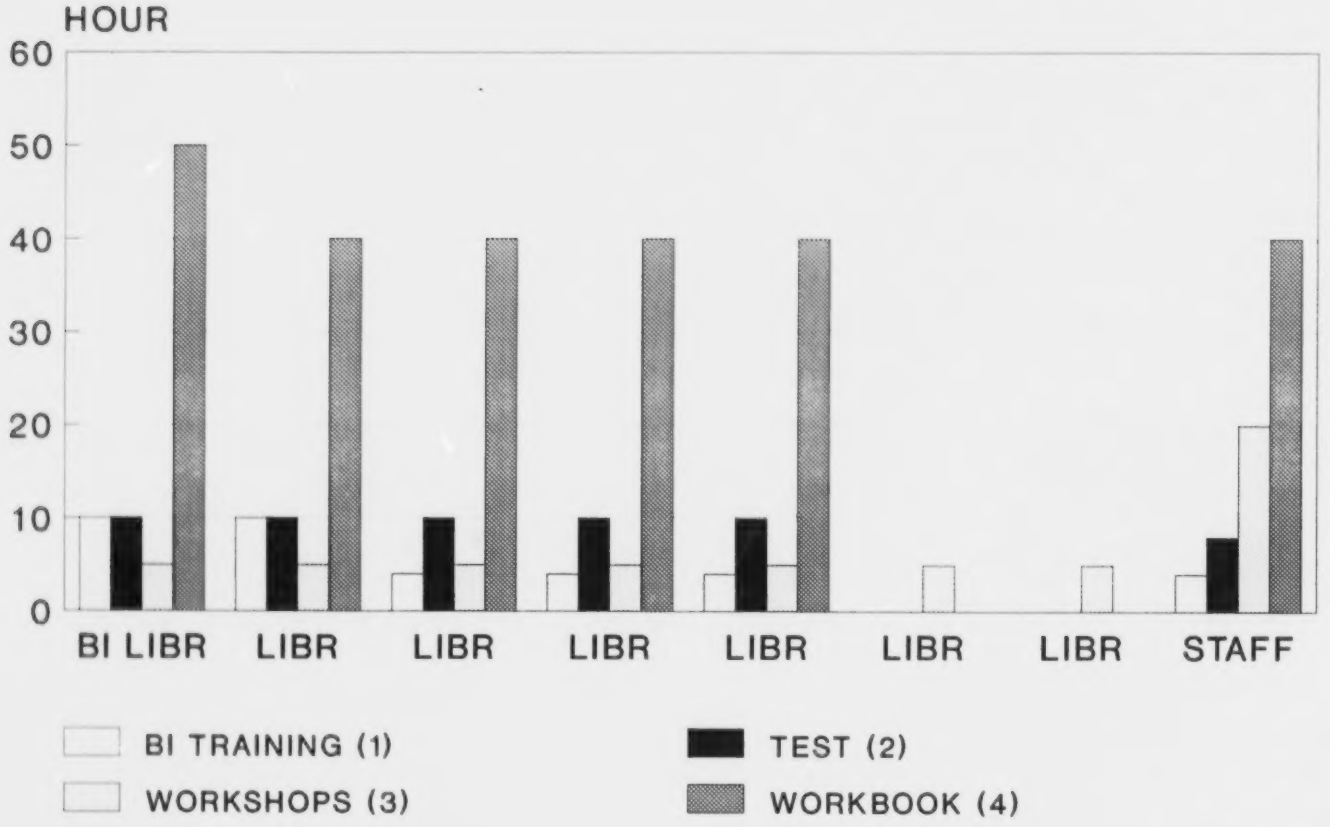
FOCUS	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6
(1) BI TRAINING FOR LIBRARIANS	IDENTIFY SPEAKER FOR WORKSHOP	LIBRARIAN WORKSHOP				
(2) COMPETENCY TEST DEVELOPMENT AND IMPLEMENTATION	DEVELOP COMPETENCY TEST ARRANGE TEST ADMINISTRATION	CONDUCT TEST PILOT ANALYSE TEST RESULTS	CONTINUE TEST PILOT	ARRANGE PERMISSION TO REQUIRE TEST	TEST IN PLACE	TEST IN PLACE
(3) VIDEOS AND WORKSHOPS	IDENTIFY AND PURCHASE GENERIC VIDEOS	DESIGN/OFFER WORKSHOPS, GENERIC VIDEOS AVAILABLE	CONTINUE CONDUCTING WORKSHOPS	CONTINUE CONDUCTING WORKSHOPS	DESIGN IN-HOUSE VIDEOS, CONTINUE CONDUCTING WORKSHOPS	VIDEOS IN PLACE
(4) WORKBOOK DESIGN AND IMPLEMENTATION		DESIGN WORKBOOK	CONTINUE DESIGNING/ PRODUCE WORKBOOK	PRODUCE WORKBOOK	IMPLEMENT WORKBOOK	WORKBOOK IN PLACE
(5) COURSE DESIGN AND IMPLEMENTATION PLANNING			OUTLINE COURSE	COMPLETE COURSE DESIGN	ARRANGE APPROVAL FOR CREDIT COURSE	CREDIT COURSE IN PLACE
(6) CAI/EXPERT SYSTEMS INVESTIGATION					EVALUATE CAI AND EXPERT SYSTEMS	CONTINUE TO EVALUATE CAI
FOCUS	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6

PHASE 1
HUMAN RESOURCE REQUIREMENTS



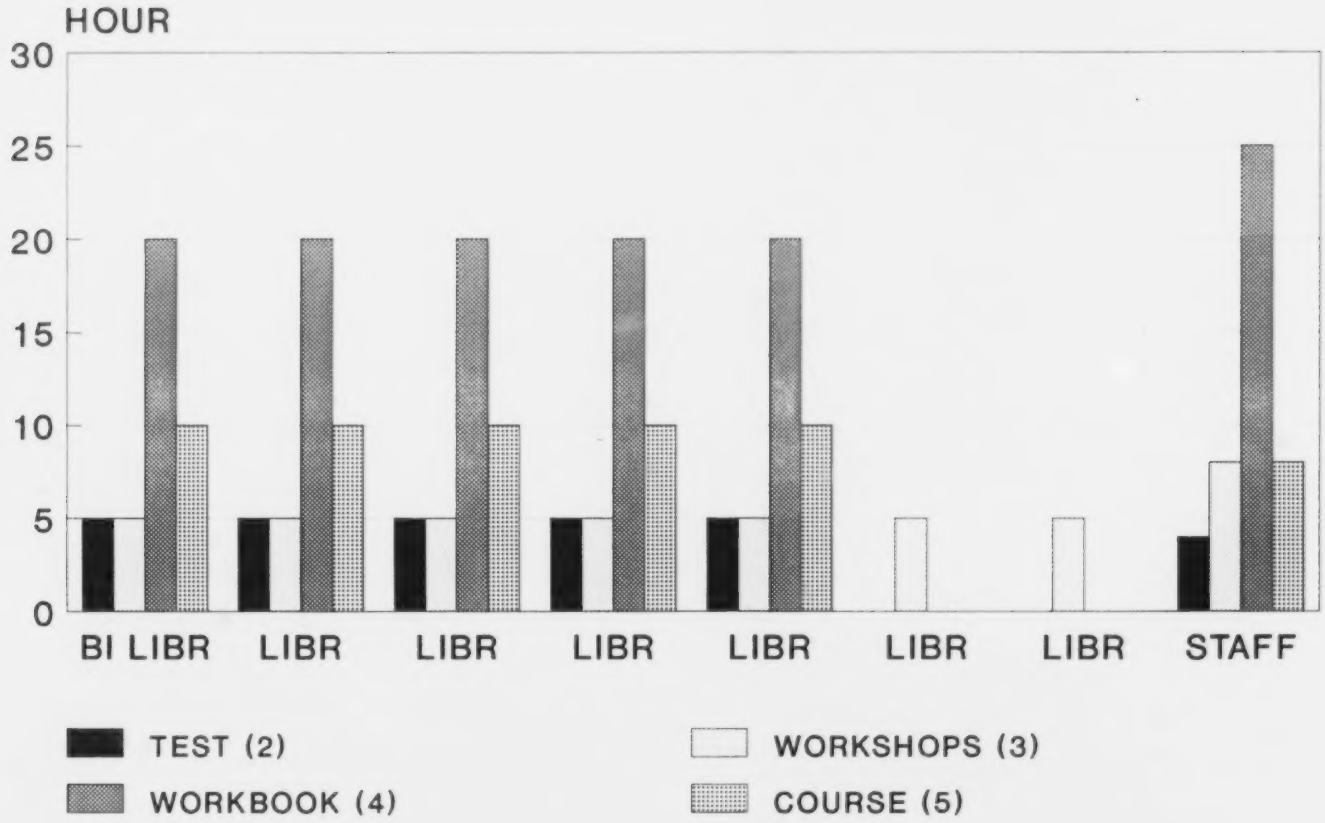
PHASE1.CHT

PHASE 2
HUMAN RESOURCE REQUIREMENTS



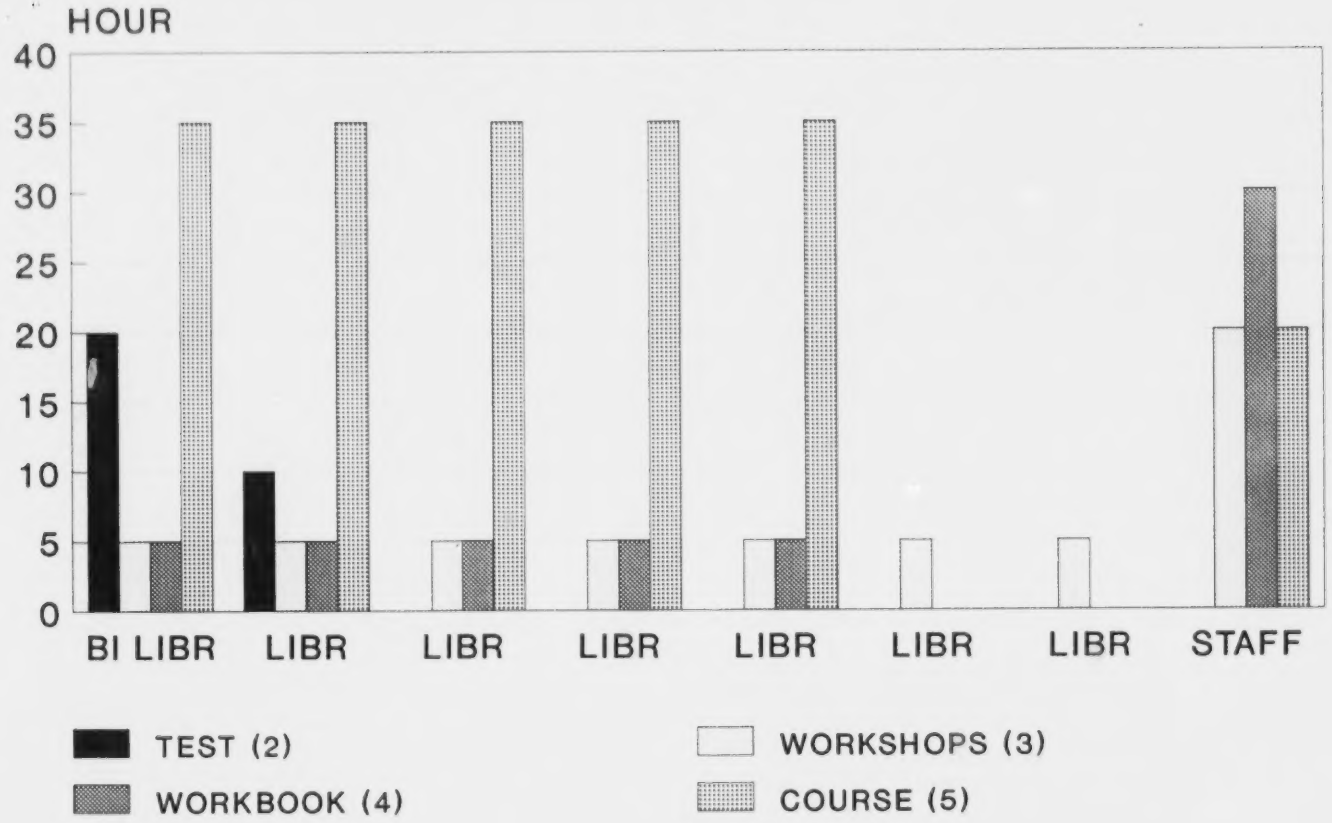
PHASE2.CHT

PHASE 3
HUMAN RESOURCE REQUIREMENTS



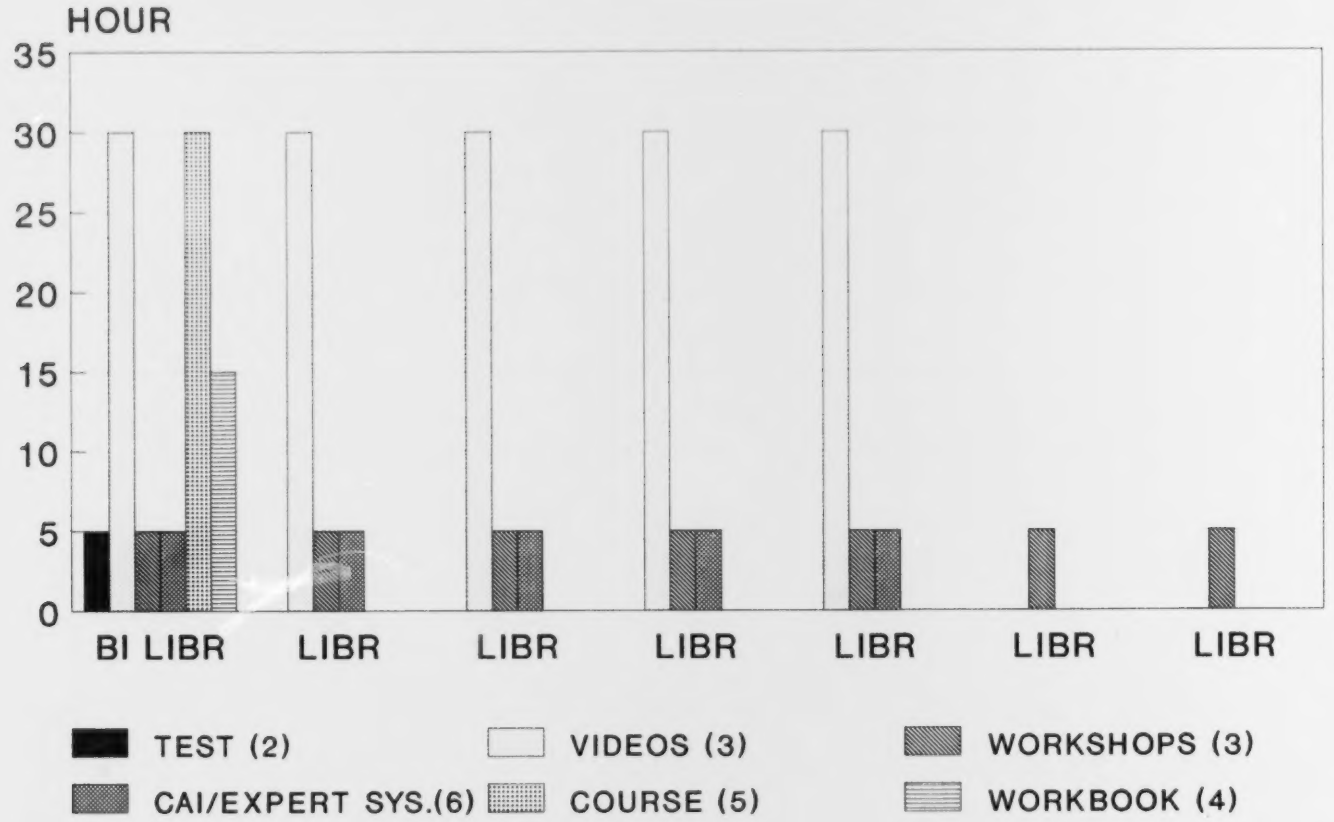
PHASE3.CHT

PHASE 4
HUMAN RESOURCE REQUIREMENTS



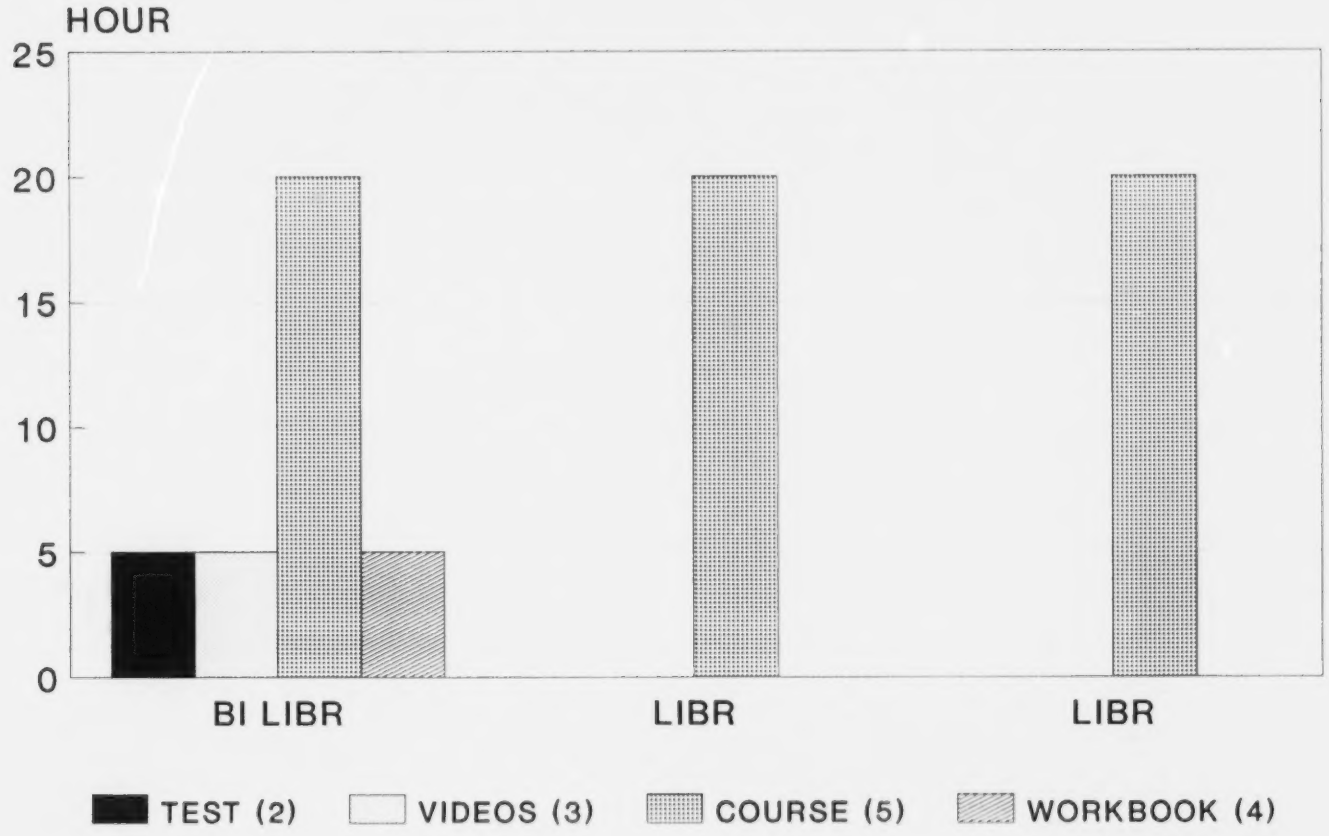
PHASE4.CHT

PHASE 5
HUMAN RESOURCE REQUIREMENTS



PHASE5.CHT

PHASE 6
HUMAN RESOURCE REQUIREMENTS



PHASE6.CHT

Additional recommendations for human resources include:

- Involve all library faculty and administration in the BI program
- Involve library paraprofessional staff and student assistants in a Library tour program.

IV. ROLE OF LIBRARIANS

The recommended program has been designed to make use of the librarians' expertise at the professional level. Librarians will be involved initially in the creation, development, and implementation of the program. Once the various program options are in place, librarians will be involved on a rotational basis, functioning in their role as educators. Also, the program will be independent from the freshmen English program, thereby underscoring librarians' role as faculty.

V. INFORMATION FROM OTHER INSTITUTIONS

The Committee contacted LOEX for information on other academic libraries currently using library competency tests and library instruction courses. Sample tests are found in Appendices. The Appendices also contain a list of academic libraries currently offering a credit course in library instruction.

A telephone survey was conducted of six peer institutions. The University of Akron, Virginia Commonwealth and Western Michigan University have workbooks in place which are used in conjunction with English and Speech, or as is the case at WMU in Study Skills 101 classes, a 1/2 credit course. Portland State is hoping to revive a 2 credit undergraduate class and is considering a self-paced workbook. The University of Akron has a general introductory video, as does Western Michigan University. The University of Akron and the University of North Carolina at Greensboro have a self-guided tape tour, the tape at UNCG is used as part of the one shot English BI. The University of Wisconsin at Milwaukee offers orientation upon request only.

VI. SUMMARY

The program recommended by the BI Committee was developed after careful study of the current research literature on educational theory and bibliographic instruction. Many libraries are already implementing one or several of the enabling options in this report. This program would have the following benefits for the WSU Library and its undergraduate clientele:

- Provide a multiplicity of options for students to learn about the Library
- Reduce the amount of time Reference Librarians would be devoting to undergraduate level BI, freeing them to concentrate on developing their own upper undergraduate and graduate BI programs
- Involve all of the library faculty, who have much to offer in terms of knowledge about the ways to approach research problems, in the instructional program
- Allow the Library to meet some of the goals recommended by the Ad Hoc Library Planning Committee: including enhancement of teaching functions through reference and bibliographic instruction, and releasing subject librarians for more faculty liaison, collection development, and planning
- Allow the Reference Department to address two of the three "major planning issues related to reference services" established by the Ad Hoc Library Planning Committee. They are providing more effective strategies for instructing users, and meeting increasing demands for bibliographic instruction and reference at both the undergraduate and graduate level while releasing bibliographers for collection development and faculty liaison
- Allow the Library to meet the "research" component of the General Education Guidelines by offering the first step in basic library skills. After the competency testing and learning options have been successfully adopted by the Library, consideration might be given to offering three intensive area-related (Humanities/Fine Arts, Social Sciences, and Natural/Physical Sciences) workshop-type courses. These three upper division courses would be offered in support of the proposed General Education Guidelines.

VII. APPENDICES

Our lady of the Lake

LIBRARY SKILLS PRETEST

Name_____ Date_____

Instructor_____

1. What kind of library are you accustomed to using?
   High School_____ Public_____ Other (Name)_____ None_____

2. What classification system for arranging books are you familiar with?
   Dewey Decimal_____ Library of Congress_____ Other (Name)_____
   Don't Know_____

3. Have you had any previous instruction in how to use a library?
   In a class_____ Individual_____ None_____

4. Arrange the following call numbers in the order you would expect to find the books so labeled on the library shelves.

A.	B.	C.	
HF 5838 .D5 1975	DA 4679 .A9 1958	Z 21 .B44 1967	1._____ 2._____ 3._____
D.	**E.**	**F.**	
DA 4697 .A76	HF 5383 .D23 1972	HQ 1426 .B69	4._____ 5._____ 6._____

5. Arrange the following titles in the order in which you would expect them to appear in the card catalog.

A. The Old Man and the Sea	1._____
B. To the Lighthouse	2._____
C. Operating Manual for Spaceship Earth	3._____
D. On the Experience of Time	4._____
E. Tortilla Flat	5._____

6. The best way to find out if the library has a copy of:

____a) Fitch, John. An Introduction to Educational Administration. New York: Random House, 1972.

____b) Fitch, John. "Testing in the Schools," Learning Today 45: 331-332.

____c) Fitch, John. "Test Administration in Schools" in Smith, John, ed., Tests and Measurements. New York: Macmillan, 1973.

Is to look in:
(Put number in blank)

1. Card catalog under "Fitch"
2. Card catalog under "Smith"
3. Card catalog under "Education"
4. List of journals in the OLLU Library under Learning Today
5. List of journals in the OLLU Library under "Fitch"
6. Don't know

7. To make sure you understand the essential information on a catalog card, examine this one and then fill in the blanks below.

BF
774
.L48 Lewis, William Champlin, 1917-
Why people change; the psychology of influence [by] William C. Lewis. Holt, Rinehart and Winston [c1972], New York.
xii, 241 p.

Bibliography: p. 227-234.

1. Influence (Psychology) 2. Psychotherapy. I. Title

155.9 BF774.L48 70-171522

Mr. _____ _____ _____(a), who was born in the year _____(b) has written a book entitled _____ _____ _____(c). It was published in the city of _____ _____(d) by _____, _____, and _____(e) in the year _____(f). It has _____(g) pages of introduction and _____(h) pages of text. There is a _____(i) on pages 227-234. The call number is _____(j). Subject cards for this book are found under the headings _____ _____(k) and _____(l). There is also a card in the catalog under the _____(m).

8. You are looking for a book on the American Civil War. Using the excerpt from the Library of Congress Subject Headings below, what would be the best topic to look under in the card catalog? (Check one)

Civil uniforms
USE Uniforms, Civil
Civil war
[JX4541 (International law)]
UF Rebellions
BT Government, Resistance to
International law
Revolutions
War
NT Insurgency
— Great Britain
USE Great Britain—History—Civil War, 1642-1649
— United States
USE United States—History—Civil War, 1861-1865
Civil War, Greece, 1944-1949
USE Greece—History—Civil War, 1944-1949
Civil wrongs
USE Torts
Civilian control of the military

_____(a) War Between the States

_____(b) United States - History - Civil War

_____(c) Civil War

_____(d) Wars - America - Civil - 1865

BEST COPY AVAILABLE

9. You may know the Readers' Guide to Periodical Literature already. It is important because it indexes widely read periodicals and because it is a model for many other more specialized indexes. To test your comprehension of the Readers' Guide, read this and fill in the blanks below.

Acid dew
Acid dew: what it does [research by William L. Chameides] R. Monastersky. *Sci News* 132:247 O 17 '87
Acid lakes *See* Lakes
Acid rain
A $2.5-billion acid rain plan [coal-burning power plants] M. Crawford. *Science* 235:1567 Mr 27 '87
100 trillion ants drop acid [research by Thomas Graedel] il *Discover* 8:8 S '87
Acid rain: China, United States, and a remote area. J. N. Galloway and others. bibl f il maps *Science* 236:1559-62 Je 19 '87

The third article about acid rain entitled_____(a) is written by _____(b). It appears in volume _____(c) of _____(d) on pages _____-_____(e) in the issue dated _____ _____, _____(f).

If you wanted to find information about acid pollution in lakes, what subject heading would you look under in this index?_____(g)

10. Below is a reproduction of an entry from the OLLU Library List of Periodicals. Use the sample entry to answer the following questions.

SCIENCE : American Association for the Advancement of Science AAAS — Bound: v.131-190. 1960-1975. Microfiche: v.191- 1976- Current issues retained until microfiche received. — MAIN

(a) What is the name of the magazine represented by this entry?

_____

(b) Does the library own every volume of this magazine? _____

(c) In what year did the library begin receiving this magazine? _____

(d) Are all of the volumes owned by the library in the same physical format?_____

(e) Is the library still receiving this journal?_____

BEST COPY AVAILABLE

11. In the following situations, describe what steps you would take and what sources you would consult first in the library to locate the information asked for. Use complete sentences.

(a) Your sociology professor asks you to compile a list of 5 recent scholarly journal articles about the homeless population in America.

(b) Cesar Chavez has been invited to give a speech at the university. As a reporter for the OLLU Steeplechase, you are assigned to write a biographical sketch of Chavez to appear in the newspaper the day before the reading.

(c) For a paper about apartheid in South Africa, you need some information about the racial groups that make up the population.

---

12. You have been assigned to do a research paper on a topic that's new to you. Write the letter of the set of approaches that would be the best_____.

(a) Find an encyclopedia article
Check the card catalog
Use a periodical index

(b) Use a subject bibliography
Consult a librarian
Look at the current periodicals shelf

(c) Browse in the stacks in your general subject
Ask a friend who took the course before
Check the card catalog

BOWLING GREEN STATE UNIVERSITY

LIBRARY SKILLS EVALUATION FOR ENG 112

Section no. _____
Put answers on attached computer answer sheet.

I. GENERAL INFORMATION

1. You are: A. freshman B. sophomore C. junior D. senior

2. Have you had college classes before in which a librarian explained the use of the library?

   A. Yes B. No ... then skip to #4

3. If you answered "YES" to #2, please list the course(s) where you had some library instruction. _____

4. Have you had college classes in which your instructor explained the use of the library?

   A. Yes B. No

5. Since beginning your studies at BGSU, have you asked for help at a Reference/ Information Desk in the BGSU Libraries?

   A. not at all B. once or twice C. 3 or 4 times D. 5 or more times

II. KNOWING WHERE TO GO

Match the following descriptions in column A with the library area or facility in column B that would satisfy the information need. (Choose the one best answer)

Column A	Column B
6. Your instructor has told you to go to the library and read some material she has placed there for the class to use for a two-hour period.	A. Reference Desk/Reference Area
7. For a speech assignment you need to read an article in last week's Newsweek.	B. Periodicals area
8. Your instructor's bibliography for the psychology course you're taking lists 10 books. You'd like to find some of these in the library.	C. Reserve Room
	D. Subject card catalog
	E. Author/title card catalog

Column A	Column B
9. You've been assigned to use an index to periodical articles.	A. Reference Desk/Reference Area
10. You need to get the address of a company in Columbus.	B. Periodicals Area
11. You've been assigned to read some short stories written by Eudora Welty.	C. Government documents
12. You want to know if the library has any recently published books about Ronald Reagan.	D. Author/title card catalog
13. You've been assigned to read a recent U.S. Congressional report about the U.S. invasion of Grenada.	E. Subject card catalog

BEST COPY AVAILABLE

III. KNOWING WHAT TO DO

14. From the list of topics prepared by your ENG 112 instructor, you've chosen to write your research paper on the issue "the greenhouse effect--is the earth's climate getting warmer?", a topic you know nothing about. Your very first step in researching this topic should be:

   A. To look in the card catalog to see if the library has any books on the topic.
   B. To look in a science encyclopedia to see what the topic is about.
   C. Go to the Science Library and browse the section on climate.
   D. All of the above

15. You looked in the Jerome Library subject card catalog under "greenhouse effect" and found only one title. What should you do next?

4. Have you had college classes in which your instructor explained the use of the library?

A. Yes B. No

5. Since beginning your studies at BGSU, have you asked for help at a Reference/ Information Desk in the BGSU Libraries?

A. not at all B. once or twice C. 3 or 4 times D. 5 or more times

II. KNOWING WHERE TO GO

Match the following descriptions in column A with the library area or facility in column B that would satisfy the information need. (Choose the one best answer)

Column A	Column B
6. Your instructor has told you to go to the library and read some material she has placed there for the class to use for a two-hour period.	A. Reference Desk/Reference Area
7. For a speech assignment you need to read an article in last week's Newsweek.	B. Periodicals area
8. Your instructor's bibliography for the psychology course you're taking lists 10 books. You'd like to find some of these in the library.	C. Reserve Room
	D. Subject card catalog
	E. Author/title card catalog

Column A	Column B
9. You've been assigned to use an index to periodical articles.	A. Reference Desk/Reference Area
10. You need to get the address of a company in Columbus.	B. Periodicals Area
11. You've been assigned to read some short stories written by Eudora Welty.	C. Government documents
12. You want to know if the library has any recently published books about Ronald Reagan.	D. Author/title card catalog
13. You've been assigned to read a recent U.S. Congressional report about the U.S. invasion of Grenada.	E. Subject card catalog

III. KNOWING WHAT TO DO

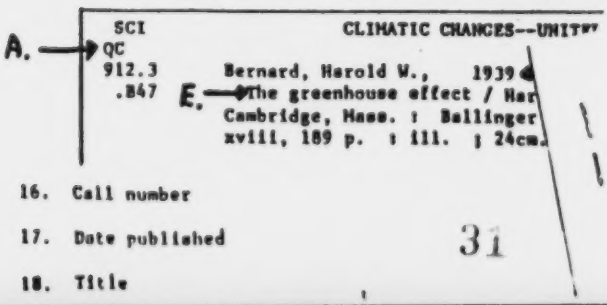
14. From the list of topics prepared by your ENG 112 instructor, you've chosen to write your research paper on the issue "the greenhouse effect--is the earth's climate getting warmer?", a topic you know nothing about. Your very first step in researching this topic should be:

A. To look in the card catalog to see if the library has any books on the topic.
B. To look in a science encyclopedia to see what the topic is about.
C. Go to the Science Library and browse the section on climate.
D. All of the above

15. You looked in the Jerome Library subject card catalog under "greenhouse effect" and found only one title. What should you do next?

A. Go to the Science Library and look in that subject card catalog for "greenhouse effect".
B. Consult the Library of Congress Subject Headings book (big red books near the card catalog).
C. Assume the library has little information and change your topic.
D. Consult the OCLC computer terminal in the Index Area.

Use this example of a catalog card to answer questions 16-18.



16. Call number

17. Date published

18. Title

BEST COPY AVAILABLE

The following list of call numbers are in the order in which the books would be arranged on the shelves. For question #19, mark on the answer sheet the letter of the response which best completes the statement.

(a)	(b)	(c)	(d)
QC 912.2 .B47	QC 912.3 .P2	QC 912.8 .A11	QE 84 .D35

PLEASE RETURN

19. A book with the call number QC 912.15 .D13 would be found on the shelf

A. Between (a) and (b)
B. Between (c) and (d)
C. Between (b) and (c)
D. Before (a)

20. You decide you need more current information on this topic. Your next step should be to:

A. Look in the Periodicals List
B. Look in an appropriate index to periodicals
C. Browse the shelves in the current periodicals area
D. Look in the card catalog

21. You've found a couple of periodical articles in McCalls and Newsweek on your topic, but you'd like to find a couple more that are more scholarly. What should you do?

A. Look in the Readers' Guide to Periodical Literature
B. Look in an index to journals in the sciences
C. Browse the shelves in the current periodicals area
D. Look in the card catalog

Use the following reference to answer questions 22-24.

CLIMATIC change
Carbon dioxide and world climate. R. Revelle. il map Sci Am 247:35-43 Ag '82

22. Subject heading
23. Journal title (abbreviated)
24. Volume number of journal

A. Carbon dioxide and world climate
B. map Sci Am
C. Sci Am
D. Climatic change
E. il map Sci Am

A. 247:35
B. 247
C. 1982
D. Ag 1982

Use the information below from the Periodicals List to answer questions 25 and 26.

SCIENTIA		
In paper form, BGSU has	v.65+ (1971+)	Science Library Periodicals Area
SCIENTIFIC AMERICAN		
In paper form, BGSU has	v.72+ (1895+)	Science Library Periodicals Area
In microfiche, BGSU has	v.238+ (1978+)	Science Library Microforms Area
SCIENTIFIC AND TECHNICAL AEROSPACE REPORTS		
In paper form, BGSU has	v.1+ (1963+)	Main Library, Govt. Docum. under SUDOCS #NAS 1.9/4

25. For which journal(s) does/do BGSU Libraries have 1962 copies?

A. Scientific American
B. Scientific and Technical Aerospace Reports
C. Both A and B
D. None of the above

26. For which of these journals does BGSU Libraries have some copies on microfiche?

A. Scientia
B. Scientific American
C. Both A and B
D. None of the above

At the end of a journal article you found listed in the bibliography the following references. Select the response that identifies how you would determine if the library owns the material.

A. Look in the author/title catalog

A. Look in the Periodicals List
B. Look in an appropriate index to periodicals
C. Browse the shelves in the current periodicals area
D. Look in the card catalog

21. You've found a couple of periodical articles in McCalls and Newsweek on your topic, but you'd like to find a couple more that are more scholarly. What should you do?

A. Look in the Readers' Guide to Periodical Literature
B. Look in an index to journals in the sciences
C. Browse the shelves in the current periodicals area
D. Look in the card catalog

Use the following reference to answer questions 22-24.

CLIMATIC change
Carbon dioxide and world climate. R. Revelle. il map Sci Am 247:35-43 Ag '82

22. Subject heading
23. Journal title (abbreviated)
24. Volume number of journal

A. Carbon dioxide and world climate
B. map Sci Am
C. Sci Am
D. Climatic change
E. il map Sci Am
A. 247:35
B. 247
C. 1982
D. Ag 1982

Use the information below from the Periodicals List to answer questions 25 and 26.

SCIENTIA		
In paper form, BGSU has	v.65+ (1971+)	Science Library Periodicals Area
SCIENTIFIC AMERICAN		
In paper form, BGSU has	v.72+ (1895+)	Science Library Periodicals Area
In microfiche, BGSU has	v.238+ (1978+)	Science Library Microforms Area
SCIENTIFIC AND TECHNICAL AEROSPACE REPORTS		
In paper form, BGSU has	v.1+ (1963+)	Main Library, Govt. Docum. under SUDOCS #NAS 1.9/4

25. For which journal(s) does/do BGSU Libraries have 1962 copies?

A. Scientific American
B. Scientific and Technical Aerospace Reports
C. Both A and B
D. None of the above

26. For which of these journals does BGSU Libraries have some copies on microfiche?

A. Scientia
B. Scientific American
C. Both A and B
D. None of the above

At the end of a journal article you found listed in the bibliography the following references. Select the response that identifies how you would determine if the library owns the material.

27. Kellogg, W.W. "Mankind as a factor in climate change." In The Energy Question. Ed. E.W. Erickson. New York: Putnam, 1981, pp. 241-55.

28. Gribbin, John R. What's wrong with our weather? New York: Scribners, 1970.

A. Look in the author/title catalog under "Kellogg, W.W."
B. Look in the author/title catalog under "Erickson, E.W."
C. Look in the Period[illegible] under "En[illegible]

FEB 0 1984 BEST COPY AVAILABLE

NAME_____ CLASS & SECTION_____

LIBRARY SKILLS TEST

This test is designed to measure your library skills. You are not expected to answer all questions correctly. This test WILL NOT BE GRADED. A little later in the term the library staff will present a general orientation to the UMD Library. We're looking forward to seeing you in the library. Don't ever hesitate to ask for assistance. GOOD LUCK!

Place the appropriate letter on the line provided.

1. The first step in find books on a particular subject:

_____ a) circulation desk c) the card catalog
b) browsing the stack areas d) microfilm area

2. What information can you find in a card catalog?

_____ a) author c) subject
b) title d) all of the above

3. If you are looking for books by Joyce Carol Oates in the UMD Library check:

_____ a) author/title catalog c) in the "O" book section
b) subject catalog d) I don't know.

4. If you are looking for books about Joyce Carol Oates check:

_____ a) author/title catalog c) in the "O" book section
b) subject catalog d) I don't know.

5. It is possible to make paper copies from:

_____ a) books c) microfilm & microfiche
b) periodicals d) all of the above

6. The best place to go for a list of magazine articles(or citations) on a topic:

_____ a) card catalog c) thumbing through magazines
b) periodical index d) UMD Periodical Notebook

7. The classification system UMD Library uses is:

_____ a) Dewey Decimal c) arrangement by year
b) Library of Congress d) arrangement by title

8. The combination of letters and numbers on the catalog card used to find a book on the shelves is called a(an):

_____ a) edition c) call number
b) book license number d) order number

9. A list of books and/or periodical articles on a certain topic is a(an):
_____a) biography b) bibliography c) periodical d) abstract

10. A summary of the contents of an article, dissertation or document is a(an):
_____a) abstract b) bibliography c) periodical index d) citation

11. Information as to where an article can be found(periodical, date, pages):
_____ a) abstract b) bibliography c) periodical index d) citation

University of Maryland

LIBRARY RESEARCH SKILLS QUIZ Name_____

I. Carefully read the following descriptions of research problems. Decide which reference tool from the list would be the best place to solve the problem. Place the letter of the reference tool in the space before each item. Some of the letters will be used more than once.

a. Periodical Index
b. General encyclopedia such as Britannica.
c. Subject specialized encyclopedia
d. Goshen College card catalog - Author/Title side
e. Goshen College card catalog - Subject side
f. Biography Index
g. Book Review indexes
h. Bibliography

_____1. I want to find titles of articles that will give magazine coverage of the Presidential election of 1972.

_____2. I want to find titles of books in the Goshen College Library by C.M. Bowra, a scholar who writes on Homer.

_____3. I want to know how Faulkner's novel, As I Lay Dying, was viewed when it was first published in 1930.

_____4. I need a book about John Steinbeck that is in the Goshen College Library.

_____5. I need to find a book written by John Steinbeck that's located in the Goshen College Library.

_____6. I need titles of articles and books about the life of Eudora Welty.

_____7. I want to find titles of the most authoritative and scholarly books about Mark Twain's writings.

_____8. I'm skeptical of the scholarship of the book that I'm reading. I want to know what others have said about this book.

_____9. I need a very short selective list of books to help me begin research on my topic.

____10. I want to find titles of books in the Goshen College Library about music in 20th-century America.

____11. A professor gave me the title of a reference book in the Goshen College Library. I need to locate it.

____12. I need titles of scholarly journal articles for my topic.

____13. A young writer became famous upon publishing her first novel in 1982. I need information on the writer and her novel.

Goshen College

CREDIT COURSE OUTLINES

Available from the LOEX Clearinghouse
Learning Resources and Technologies
Eastern Michigan University
Ypsilanti, MI 48197

Univ of Alabama-Huntsville - Intro to Research Methods/ ENG 511
College of Alameda - Effective Library Techniques/ LA/SS 19
Univ of Alberta - Library Orientation/ EDCI 352
Albion College - Library Science 201
Univ of Arkansas - Library Science 2310
Alfred Univ - LA 210 (1 cr)
American River College - How to Use the Library
Arizona State Univ - Library Arts 101
Aurora College - General Education 220/360

Baptist College at Charleston - Library & Study Skills
Baruch College - Information Science & Research Methods/ Library 10-C
Baruch College - Library Research/ L1015
Bee County College - Use of Library Resources/Library 101
Biblical Theological Seminary - Theological Bibligraphy & Library Use

California Polytechnic State Univ - Library 101 (1 cr)
California State Univ-Long Beach - University 100 Library Component
Univ of Calif-Davis - Intro to Library Research & Bib/ Eng 28 (2 units)
Univ of Calif-Davis - Intro to Library Research & Bibliography/ Eng 48
Univ of California-Riverside - Hums & Soc Sci 5: Library Research Strategies
Univ of California-San Diego - Information & Academic Libraries/
Contemporary Issues 50 (2 cr)
Univ of California-Santa Barbara - Interdisciplinary 100 (2 cr)
Calumet College - Intro to Reference Materials/ Library Science 111
Cardinal Stritch College - Intro to Graduate Studies/ ED 550
Carlow College - Library Research Techniques / LI 1001 (Search strategy)
College of the Canyons - IRC Skills/ Eng 064 (1 cr)
Castleton State College - Library Resources & Services 1650 (2 cr)
Catawba College - Information Sources/ LIS 202 (2 cr)
Catawba College - Info Sources in the Natural Sciences/ LIS 203 (1 cr)
(science BI file)
Catonsville Comm College - Information Research Skills/ LIB 101
Central Michigan Univ - Library 197
Central Washington Univ - Intro to Library Use/ Lib Sci 145 (3 cr)
Chabot College (Valley Campus) - Library Skills/ Library 1 (1 cr)
College of Charleston - Intro to Bib & Research Methods/ Lib 101 (1 cr)
Christopher Newport College - Library Research & Bib/ Comm 395-2
Clackamas Community College - (no title)
Clarion State College - Intro to Locating & Organizing Information/ GS 123
Colgate Univ - UNST J-105
Univ of Colorado - Intro to Library Research /Bib 101 (3 cr)
Methods of Library Research/ Bib 301
Colorado State Univ-Fort Collins - Devel Library Research Skills/ LI 280
Columbus College - LIS 105
Concord College - Interdisciplinary Research Lab
Creighton Univ - Library Skills/ English 105

De Anza College - Applied Library Skills
Principles of Library Research (3 cr)
Univ of Delaware - Social Science Reference (1 cr)

Douglas College - Skills for Library Research/ Lib 111 (1.5 cr)
Drury College - Library Science 100

East Carolina Univ - Library Science 1000 (1 cr)***required
Eastern Michigan Univ - Info Seeking in the Library/ EDM/Eng 200 (2 cr)
Evergreen State College - Library Research Course

Fullerton College - Lib Resources & Research Techniques/ LS100 (1 cr) [87]
Fullerton College - Library Independent Study/ LS199

George Williams College - English 131
Georgia Southern College - Methods of Library Research 230
Golden West College - Library 110

Hamilton College - Library Instruction Course
Hampton Institute - Eng 102 (3 cr)
Univ of Hawaii at Manoa - Interdisciplinary Studies 101 (1 cr)
Univ of Houston-Victoria College - Education 101 (1st yr)*
Univ of Houston-Victoria College - Communications 3330 (3rd yr)*

Univ of Idaho - Search Strategies for Library Info Retrieval/ LS 215 (3 cr)
Indiana Univ - Library & its Resources 100 (1 cr)
Library Skills & Resources/ 0161/L161 (1 cr)
Indiana Univ-Purdue Univ at Fort Wayne - Library Skills W101
Illinois College - Library Research Methods (1 cr) *
Univ of Iowa - Information Handling 21:090
Iowa State Univ - Library 160
Ithaca College - Library Resources & Services (1 cr)

Jackson State Comm Coll - Library Research I/ Educ 1001 (2 cr)

Kansas State Univ - Library Research & Instruction (1-3 cr)

Lansing Community College - Using Your Library/ LMT 150
Laredo Jr College - Library Skills & The Research Paper/ English 109 (1 cr)
Louisiana State Univ - Intro to Use of the Library 1001 (1 cr)
Lynchburg College - General Studies 103

College of Maria - Library 1 (2 cr)
Mary Washington College - Library Resources & Their Use/ Lib Sci 101
Univ of Maryland - Library Skills/ EDCP 108 E
Mater Dei College - College Library Skills/ Eng 103 (1 cr)
Medical College of Georgia - Intro to Library Resources & Skills/ HLR 301
Mesa Community College - Library Skills (Honors)/ LBS101
Memphis State Univ - Business Communication/ OFAD 3510
Miami Dade CC-North - Library Research Clinic/ LIS 101 (1-3 cr)
Michigan State Univ - Use of Libraries/ ATL 117 (1 cr)
Michigan Tech Univ - Use of the Library/ LB 101
Milliken Univ - Library Research Methods
Mills College - Bibliography/ Letters 101 (.5 cr)
Univ of Minnesota - Basic Library Skills (pub'd in newspaper)
Univ of Minnesota-St. Paul - Rhetoric 1-104 *
Mira Costa College - Library Science 1
Mohave Community College - Library Skills & Methods/ EDU 105 (1 cr)
Monteith College - Library course
Morehead State Univ - Use of Books, Materials & Libs/ LS 101 (1 cr)

BEST COPY AVAILABLE

Morgan State Univ - Library User Instruction Clinic (minicourse)

Univ of Nevada - Use of the Library/ L.Sc 135 (1 cr)
Univ of New Mexico - Learning Skills/ LIBR 110 (1 cr)
Univ of New Mexico - Information Management/ LIBR 111 (1 cr)
Univ of New Mexico - Research Paper Development/ LIBR 112 (1 cr)
New York Univ - Library Resources & Research Methods
State Univ of New York-Albany - Library Research/ UNL 205 (1 cr)
Library Research/ LIB 350 (1 cr)
State Univ of New York-Binghamton - Bibliography 111 (2 cr)
State Univ of New York-Buffalo (Buffalo State College) - Library Research Methods and Bibliography/Library 100
State Univ of New York-Cobleskill - Library Research Skills (1 cr)
State Univ of New York- New Paltz - Library Resources & Research (1 cr)
State Univ of New York-Oneonta - Library Resource & Research/ Int D 150
State Univ of New York-Oswego - Intro to Lib Research/ Gen st 100H (1 cr)
Library Research Techniques/ English 195
Libr Research Techniques/ Gen St 300
State Univ of New York-Plattsburgh - Lib Research Skills/ Lib 101 (1 cr) *
State Univ of New York-Syracuse - Lib Res Meth in Env Sci/ Lib 300 (1 cr)
North Idaho College - Library Skills / Lib S 120 (1 cr)
Northwestern College (IA) - How to Write a Research Paper/ Utu10-121g (1cr)
Northeast Missouri State Univ - Use of Library Resources/ Lib 110 *
North Carolina State Univ at Raleigh - Information, Knowledge & Society
Northern Michigan Univ - Intro to Library Resources/ Lib Sci 101 (1 cr)

Ohio State Uni-Marion - Research Methods Mini-Course
Ohlone College - Effective Use of Learning Resources/ LS 1
Olivet Nazarene College - Use of Books & Libraries (2 cr)
Univ of Oregon - Library 127/199 (1989)
Oregon Inst of Technology - Library Skills/ Art&Sci 207
Oregon State Univ - Lib Skills for Literary Studies/ Eng 300x
Oregon State Univ - Intro to Library Research/ Liberal Studies 199L

Pacific Union College - Use of Books & Libraries/ LS 150
Passaic County CC - Intro to the Library
Pennsylvania State Univ - Library Studies 1
Piedmont Virginia CC - Library Literacy/ STD 100-40
Portland State Univ - Use of the Library/ IST-199J
Presbyterian College - Library Methods/ Ed 240 (1 cr)
Intro to Literary Studies/ Engl 299
Prince George's CC - Library Research Techniques/ Eng 103 (2 cr)

Randolph Macon College - Intro to Information Sources/ Ed 230 (3 cr)
Randolph Macon College - Library Research Techniques
Rice University - Library Research Techniques [87]
Richland College - Library Skills 101-Intro to Library Research (3 cr)
Rutgers Univ - Bib and Research Techniques (3 cr)

Saddleback College - Library Research Skills/ LIB 100 (1 cr)
St. Andrew's Presbyterial College - Library Skills/ SAGE 101
St. Lawrence Univ - Library Skills Course
St. Louis CC - Use of Library Resources
St. Mary's College of Maryland - Intro to Library Research
St. Mary's Univ - Intro to the Library/ ND 1101
San Jose City College - Library Studies 10

Scottsdale CC - Library 101
Seattle Central CC - Library 100
Seattle Central CC - Library 101: Introduction to Library Science
Shelby State CC - Library Use & Information Sources
Slippery Rock Univ - Library Research INDS 98-110 (credit/ no credit)
Univ of the South - Library Resources/ Library Science 101
Univ of South Florida - Use of the Library/ LIS 2001 (1-2 cr, 1989)
South Seattle CC - Effective Library Techniques/ LS 101
Southhampton College - Fundamentals of Lib Research/ Eng 100 (2 cr)
Southern Oregon State College - Use of Library Resources/ LIB 127
Univ of Southern California - Everything You Always Wanted to Know About USC Libraries & Were Afraid to Ask
Southwest Missouri State Univ - LIS 101
Springfield College - Library Orientation & Bibliographic Instruction
Stanford Univ - Libary 100 (3 cr)
Stark County CC - Library 160
College of Staten Island - Access to Information
Stockton State College - The Library & Its Use

Tacoma Comm Coll - Library Science 100 (ion
Univ of Tennessee-Knoxville - LIS 3140/ Finding Information Resources & Strategies (3 cr)
Univ of Tennessee-Memphis - Literature Resources & Information Retrieval/ Library/Clph 411 (3 cr) (Health sci file)
Thomas Jefferson Univ - Library Research Methods/ ID 510 (1 cr) [Med]
Univ of Toledo - Library Search Strategies/ 310:101
Trinity Christian College - Library Science 101

Union College - LIS 105
Univ of Utah - Methods & Technologies of Library Research/ Writing 100 (credit/ no credit)

Valdosta State College - Lib Science 100 (2 cr)
College of the Virgin Islands - Library Skills
Virginia Polytechnic Inst - Research Strategies & Library Resources/ Lib Arts & Sci 2000 (2 cr)
Volunteer State CC - *Intro to Media Information Resources/ MIR 1001 (1 cr)

Walla Walla College - Intro to Library Resources
Wartburg College - Apparatus of Recorded Knowledge
Washburn Univ of Topeka - Library Research Strategies / IS 170 (1 cr)
Univ of Washington - Library Research Techniques/ GIS 205
West Georgia State Univ - Library 310
West Valley CC - Library Research Skills LRS 001 (3 cr)
Western Kentucky Univ - Use of the Library/ LS 101 (1 cr)
Western Michigan Univ - Library Resources/ Gen St 241 (3 cr)
Whatcom Community College - Library Use & Research Skills/ Eng 175 (1-3 cr)
Wichita State Univ - Basic Course in Library Skills
William Jewell Coll - Libraary Research Techniques/ Comm 99 (1 cr)
Univ of Wisconsin-Center - Library Methods/ Lecture 102 (1 cr)
Univ of Wisconsin-Milwaukee - Using Information Sources & Services/ LS544-101 (1 cr)
Univ of Wisconsin-Whitewater - Intro to Library Resources/ 422-101 (1 cr)

* Required for graduation

BEST COPY AVAILABLE

VIII. BIBLIOGRAPHY

Bibliography

Barbuto, Domenica M. and Elena E. Cevallos. "End-User Searching: Program Review and Future Prospects." RQ 31 (Winter 1991): 209-227.

Bardin, Elizabeth M. "High-Tech Teacher." Byline (Spring 1992): 18-19.

Bodi, Sonia. "Critical Thinking and Bibliographic Instruction: the Relationship." The Journal of Academic Librarianship 14 (July 1988): 150-153.

_____. "Through a Glass Darkly: Critical Thinking and Bibliographic Instruction." The Catholic Library World 61 (May/June 1990): 252-256.

Cavanagh, Joseph M. A. "Library Applications of Knowledge-Based Systems." Expert Systems in Reference Services 23 (1989): 1-19.

Dillon, Howard W. "Organizing the Academic Library for Instruction." The Journal of Academic Librarianship 1 (September 1975): 4-7.

Dusenbury, Carol, et al., eds. Read this First: An Owner's Guide to the Model Statement of Objectives for Academic Bibliographic Instruction. Chicago: Bibliographic Section, ACRL, 1991.

Engeldinger, Eugene A. "Bibliographic Instruction and Critical Thinking: The Contribution of the Annotated Bibliography." RQ 28 (Winter 1988): 195-202.

Feagley, Ethel M., Dorothy W. Curtiss, Mary V. Gaver, and Esther Greene. A Library Orientation Test for College Freshmen. New York: Bureau of Publications, Teachers College, Columbia University, 1955.

Fister, Barbara. "Teaching Research as a Social Act: Collaborative Learning and the Library." In "Library Literacy," column ed. by Mary Reichel. RQ 29 (Summer 1990): 505-509.

Frick, Elizabeth. "Information Structure and Bibliographic Instruction." The Journal of Academic Librarianship 1 (September 1975): 12-14.

Grift, Margaret A. "Information Literacy and Critical Thinking." Paper presented at the 11th Annual International Conference on Critical Thinking and Educational Reform, Sonoma State University, Rohnert Park, CA, 4-7 August 1991.

Hill, Patrick. "Who Will Lead The Reform of Higher Education? Librarians, of Course!" Washington Center News 5 (Winter 1991): 3-8.

Huston, Mary. "Rethinking Our Approach for Research Instruction." In "Dialogue and Debate," column ed. by Carolyn Kirkendall. Research Strategies 1 (Fall 1983): 185-187.

Jacobson, Trudi E. and John R. Vallely. "A Half-Built Bridge: The Unfinished Work of Bibliographic Instruction." The Journal of Academic Librarianship 17 (January 1992): 359-363.

Kautz, Barbara A., Patricia M. Rodkewich, Will D. Philipson and Jane Bardon. "The Evolution of a New Library Instruction Concept: Interactive Video." Research Strategies 6 (Summer 1988): 109-117.

Kobelski, Pamela and Mary Reichel. "Conceptual Frameworks for Bibliographic Instruction." The Journal of Academic Librarianship 7 (May 1981): 73-77.

Lindgren, Jon. "The Idea of Evidence in Bibliographic Inquiry." In Theories of Bibliographic Education: Design for Teaching, ed. Cerise Oberman and Katina Strauch, 27-47. New York: R.R. Bowker, 1982.

Lynch, Beverly P. and Karen S. Seibert. "The Involvement of the Librarian in the Total Educational Process." Library Trends 29 (Summer 1980): 127-138.

Macgregor, John and Raymond G. McInnis. "Integrating Classroom Instruction and Library Research." Journal of Higher Education 48 (Jan/Feb 1977): 17-38.

McCormick, Mona. "Critical Thinking and Library Instruction." In "Library Literacy," column ed. by John Lubans, Jr. RQ 22 (Summer 1983): 339-342.

Mellon, Constance, ed. Bibliographic Instruction: The Second Generation. Littleton, Colo.: Libraries Unlimited, 1987.

_____. "Information Problem-Solving: A Developmental Approach to Library Instruction." In Theories of Bibliographic Education: Design for Teaching, ed. Cerise Oberman and Katrina Strauch, 75-89. New York: R.R. Bowker, 1982.

Moran, Barbara B. "Library/Classroom Partnerships for the 1990s." C&RL News 51 (June 1990): 511-514.

Norris, Stephen P. "Synthesis of Research on Critical Thinking." Education Leadership 42 (May 1985): 40-45.

O'Hanlon, Nancy. "Begin at the End: A Model for Research Skills Instruction." Research Strategies 9 (1991): 116-123.

Oberman, Cerise. "Avoiding the Cereal Syndrome, or Critical Thinking in the Electronic Environment." Library Trends 39 (Winter 1991): 189-202.

_____. "Patterns for Research." In Increasing the Teaching Role of Academic Libraries, ed. T.G. Kirk, 35-43. San Francisco: Jossey-Bass, 1984.

Pastine, Maureen and Bill Katz, eds. Integrating Library Use Skills into the General Education Curriculum. New York: Haworth Press, 1989.

Patterson, Charles D. and Donna W. Howell. "Library User Education: Assessing the Attitudes of Those Who Teach." RQ 29 (Summer 1990): 513-524.

Pederson, Sarah, Sara Rideout, and Randy Hensley. "Improving and Integrating Bibliographic Instruction." The Reference Librarian 24 (1989): 123-127.

_____. "The Librarians' Role in Improving Undergraduate Education." Washington Center News 5 (Winter 1991): 1-2.

Plum, Stephen H. "Library Use and the Development of Critical Thought." In Increasing the Teaching Role of Academic Libraries, ed. by T.G. Kirk, 25-33. San Francisco: Jossey-Bass, 1984.

Rodkewich, Patricia M. and Barbara A. Kautz. "The Dissolution of a New Library Instruction Concept: Interactive Video." Research Strategies 7 (Summer 1989): 114-118.

Rogers, Sharon J. "Research Strategies: Bibliographic Instruction for Undergraduates." Library Trends 29 (Summer 1980): 69-82.

Stoffle, Carla J. and Judith M. Pryor. "Competency-Based Education and Library Instruction." Library Trends 27 (Summer 1980): 55-67.

Tierno, Mark J. and Joann H. Lee. "Developing and Evaluating Library Research Skills in Education: A Model for Course-Integrated Bibliographic Instruction." RQ 22 (Spring 1990): 284-291.

Totten, Nancy Thomas. "Teaching Students to Evaluate Information: A Justification." In "Library Literacy," column ed. by Mary Reichel. RQ 29 (Spring 1990): 348-354.